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By-Dawson, George G.

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Based on a 54% response to a questionnaire sent to all accredited two-year colleges listed in the 1969 World Almanac, the following conclusions regarding economics education were made: (1) the mean number of economics courses offered is three: (2) the most commonly offered course is a "principles" course similar to that offered in four-year colleges: (3) 74% of the colleges require economics of some students, usually business majors: (4) 14% of two-year students take economics: (5) economics is typically the responsibility of the social science and/or business departments: (6) less than half of economics instructors teach the course full-time. (7) 3% of economics instructors have doctorates in economics, 46% have masters, 13% bachelors, and 38% have no degree in economics; and (8) independent colleges not related with churches have the highest percentage of students taking economics, and independent church related colleges have the lowest percentage. In light of the large number of students taking economics in two-year colleges, it was recommended that an evaluation be made to see if two-year economics offerings are comparable to those in four-year institutions. (MC)

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ECONOMICS IN TWO-YEAR COLLEGES
A Nation-Wide Survey

by

George G. Dawson

Center for Economic Education
New York University

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ECONOMICS IN TWO-YEAR COLLEGES

by

George G. Dawson

The number of two-year colleges in the United States is increasing at a rapid rate. According to the American Association of Junior Colleges, whose annual directory lists non-member as well as member institutions, the number of two-year colleges grew from 678 in 1961, with a total enrollment of 748,619, to 912 in 1967, with a total enrollment of 1,671,440. Total enrollment is expected to reach nearly 3,000,000 by 1972. An annual increase of 12% in enrollment is anticipated, although much larger increases have been experienced in some years. (In 1965, for example, there was a rise of 23.83%.) The net increase in two-year colleges reported by the AAJC between 1964 and 1965 was 52; it was 56 between 1965 and 1966; and between 1966 and 1967 the net increase was 75. (The percentage increase in total enrollment would be even higher if we concentrated only on public colleges, for enrollment in private colleges has declined in some years. There was a drop of 2.65% between 1966 and 1967, for example.)[1]

Nearly 28% of all students enrolled in institutions of higher education in the United States are enrolled in two-year colleges. Estimated total enrollment in the fall of 1968 was 6,700,000 for all institutions of higher education, and an estimated 1,872,000 of that number was accounted for by the junior colleges. It is predicted that junior colleges will enroll one-half of all college-bound high school graduates by 1975.[2] Currently, about two-thirds of the full-time students entering the two-year colleges intend to transfer to four-year schools.

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1. 1968 Junior College Directory. (Washington: American Association of Junior Colleges, 1968), pp. 6-7.

2. James V. Koch, The Faculty of Two-Year Colleges: The Case of Economics. (Normal: Illinois State University, unpublished report, 1968), p. 1.

Certainly, the four-year colleges should be aware of these developments. They should have a fairly clear picture of the kind of education received by students transferring from junior colleges and, if possible, of the quality of their previous training. (In 1969, New York University made a study of the first year performance at NYU of students who transferred from junior colleges. It was found that the transfers generally performed well, obtaining higher grade point averages during their first year than beginning freshmen.)[3] This report is designed to provide information on the economics training provided by junior colleges. In 1968 and 1969, the NYU Center for Economic Education made a survey of recent, on-going, and planned research in economic education. Over 650 studies were listed, but only 15 of these deal with the teaching of economics in the two-year colleges, while over 270 stress economic education at the high school level and over 225 concentrate on the four-year college or university. Three of the junior college studies were completed before 1942, two were written in the 1950's, three are still in progress, and two have not yet gone beyond the stage of tentative planning. In short, very little research has been completed on the teaching of economics in the two-year college.

Most of the studies concentrate on one state or local area. In fact, five deal only with California colleges. (This is one-third of the studies completed, in progress, or planned.) Of course, local studies do provide valuable information. What seemed to be lacking, however, was an overall picture of economics in the nation's two-year colleges. As the economic education movement steps up its efforts to increase and to improve the teaching of economics at all educational levels, it becomes important that the centers and councils for economic education be informed on the existing situation at every level. The purpose of this survey is to help provide some of the needed information.

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3. Curtis O. Baker, First Year Performance at New York University of Transfer Students from Junior Colleges. (New York: New York University, mimeographed report, 1969.)

The Questionnaire and the Sample Population

A questionnaire was constructed and sent to every accredited two-year college listed in the latest edition of the World Almanac early in 1969. For the purposes of this study the term "two-year college" is synonymous with "junior college." These terms are used to refer to any institution offering two years of education above the high school level, regardless of the school's name (junior college, community college, technical institute, vocational college, agricultural and mechanical college, seminary, military school, academy, or whatever), provided that at least some of the courses are transferable to an accredited four-year college or university. The two years of training might be terminal for some students, but might be considered the first half of four years of college work for others. Whether or not the school offers an A.A. degree or the equivalent was not considered important, as long as some or all of its courses are seen as being equivalent to courses offered for freshmen and sophomores at accredited four-year colleges.

The questionnaire asked for the name and address of the school, and for a list of the courses in economics or closely related subjects which the school regularly offers. A list of 24 courses typically offered in colleges was provided, so that the respondents could simply check off those offered in their institutions. Space was provided for the addition of any other courses not included in the check list. We then asked which students, if any, are required to take economics, and what courses are specifically mandated. We asked for the latest total enrollment figures and for the number and/or approximate percentage of all students who take one or more courses in economics. The questionnaire asked for the number of persons teaching economics full-time, and for the number teaching it part-time. (Persons who are full-time faculty members but who teach other courses as well were listed as part-time economics instructors.) We asked for the number of instructors with doctorates in economics, the number with

masters degrees as their highest degree in economics, and the number with bachelors degrees as the highest economics preparation. Finally, the respondent was asked to indicate the department or division responsible for the teaching of economics.

The questionnaire was returned by 293 schools, about 54% of those having received it, but only 32% of all junior colleges listed in the 1968 Directory of the American Association of Junior Colleges. Since the sample was not scientifically selected, we were concerned about its adequacy. It was noted, however, that other nation-wide surveys are being based upon much smaller samples. One study is using 57 colleges -- less than one-fifth the size of our sample. Another study is using a sample of 270 schools. An official of the American Association of Junior Colleges wrote that ours "is probably a better-than-average sample."[4] A professor of higher education at New York University opined that it was more than adequate. An official of the Modern Language Association, who is doing research on the junior colleges, agreed.

About 71% of the colleges listed by the AAJC are public, and about 73% of our sample is made up of public institutions. Twelve percent of the AAJC's list is made up of independent schools (non-public and not controlled by, or affiliated with, religious institutions), and exactly 12% of our sample consists of independent colleges. Some 17% of the AAJC list is made up of schools controlled by or affiliated with churches, and about 15% of our sample is of the same type. Thus, in terms of these three basic types of colleges (public, independent, and church-related), our sample reflects the national pattern.

Replies came from 44 states, the District of Columbia, and the Canal Zone. Thus, only six states are not represented in our sample. Only two percent of

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4. Letter from William A. Harper, Director of Public Relations, AAJC, March 20, 1969.

the nation's junior colleges are found in those six unrepresented states (19 schools listed by the AAJC in 1968), and their total enrollment (12,369) accounts for less than one percent of all students enrolled in American two-year colleges.

We compared our findings with some of the local studies where similar information had been obtained. James V. Koch of Illinois State University made a survey of 44 junior colleges in Illinois and in St. Louis County, Missouri, to ascertain the extent of the formal economics preparation of economics instructors. Our sample included 14 Illinois colleges, and our findings in regard to faculty preparation generally agree with those of Koch.[5] Fred A. Thompson surveyed 80 junior colleges in California to determine, among other things, the economics courses offered.[6] Our sample included 45 California schools. Thompson found that 97.5% of the 80 colleges offer a course in principles of economics, while 100% of our sample of 45 offer this course. In addition to the principles course which is comparable to the course offered in four-year colleges, 31% of Thompson's 80 colleges offer a general economics course. (Many junior colleges offer a general or basic economics course which is designed for terminal students and is not considered comparable to the regular college course in principles of economics.) Our survey of 45 California colleges revealed that 30% offer this course, a figure very close to Thompson's. Economic history was offered by 16% of Thompson's sample, and by 20% of ours. Consumer economics can be found in 45% of Thompson's schools, and in 40% of ours. The general pattern, then, is very similar where it is possible to compare the two studies, although the Thompson survey was made in a different year and although he included nearly twice

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5. We are indebted to Professor Koch for providing information on his study.

6. Fred A. Thompson, Wylie A. Walthall, and Thomas B. Merson, Economics Education in California Junior Colleges: An Exploratory Study. (Modesto: Modesto Junior College, 1967.) (Also published by the U.S. Office of Education, Washington, D.C., 1967.)

as many colleges.

We conclude, then, that our sample of 293 junior colleges adequately represents American junior colleges which offer one or more courses in economics. Every college returning the questionnaire offers at least one economics course, but this does not imply that all two-year institutions include economics in their curriculum. Our questionnaire asked that colleges not offering any economics place a check mark in an appropriate place and return the questionnaire anyway. None did this, and it is quite probable that many of those schools failing to return the questionnaire do not offer economics at all. Unfortunately, this survey does not reveal the number or percentage of junior colleges offering economics. It simply shows that at least 293 colleges do so, and our sample is probably adequate in representing the situation in two-year colleges which have some sort of economics program.

Economics Offerings

Every junior college returning the questionnaire offers at least one economics course. The largest number of courses in economics and closely related subjects offered by a single institution is 10. The mean is three courses. (Interdisciplinary social science courses which include some economics are considered economics courses for purposes of this study.)

A course in principles of economics is most common -- all but one school including such a course in its curriculum. Statistics is the second most common course, 100 schools offering this subject. (Statistics was considered an economics course for purposes of this study if offered by the same department or division offering the basic economics courses or if required or strongly recommended of students required to take economics.) Other commonly taught courses include business organization, economic geography, economic history of the United States, problems of economics, business or corporate finance, general economics (basically for terminal students), and consumer economics. The of-

ferings are summarized in Table I.

Table I: ECONOMICS OFFERINGS IN JUNIOR COLLEGES

Course	Percentage of Colleges
Principles of Economics	over 99%
Statistics	34%
Business Organization	31%
Economic Geography	24%
Economic History of the U.S.	17%
Problems of Economics	16%
Business or Corporate Finance	13%
Consumer Economics	12%
General Economics	12%
Money, Credit, and Banking	11%
Interdisciplinary Social Science	11%
Labor Economics	4%
The Securities Market	4%
Economic Development	3%
Managerial Economics	3%
Mathematics for Economists	2%
Government and Business	2%
History of Economic Thought	less than 2%
Comparative Economics	less than 2%
Public Finance	less than 2%
Economic History of Europe	less than 2%
Price Theory	less than 2%
International Economics	less than 2%
Agricultural Economics	less than 2%
Personal Finance	less than 2%

The course titled "General Economics" in Table I is a course offered by 12% of the colleges in addition to their regular principles of economics course. It appears under various titles, such as Basic Economics, Fundamentals of Economics, Elements of Economics, The American Economy, Economics for the Citizen, General Economics, Economic Problems and Issues, Survey of Economics, and Economics for Non-Majors. It is usually a three-credit offering, although in some cases it carries two or four credits. It is not considered comparable to the principles course and may not often be transferred for credit in a four-year college. It is basically designed for terminal students (students whose formal education will end with the junior college), and is less rigorous than the principles course.

In addition to the courses listed above, at least 24 miscellaneous business courses bearing some relation to economics were reported. A few schools offer courses dealing with the local area, such as "Economic Development and the Texas Gulf Coast" and "Problems of the San Joaquin Valley". One offers a course in urban economics, one in political and economic institutions, and one in industrial economics. Altogether, about 35 different courses were reported, not counting the several miscellaneous business courses. The pattern revealed in this survey, in terms of frequency of commonly offered courses, seems to be similar to that found in four-year colleges.

Economics Requirements

About 74% (218 schools) reported that they require economics of at least some of their students. The students most likely to be required to take economics are those majoring in business or closely related fields. (Business administration, management, marketing, accounting, commerce, business education, office administration, and secretarial majors were considered business students for purposes of this study.) About 89% of the 218 schools requiring economics of some students require it of business majors. Social Science majors (including history, political science, and sociology) are required to take economics in about 16% of the 218 schools. Economics is required of engineering, pre-engineering, and closely related fields in 14% of the 218 schools. Table II summarizes the specific requirements.

Table II: STUDENTS REQUIRED TO TAKE ECONOMICS

Major Field	Percentage of 218 Colleges
Business	89%
Social Sciences	16%
Engineering	14%
Law or Pre-Law	6%
Data Processing	6%
Forestry and Related Fields	5%
Agriculture	4%
Pharmacy or Pre-Pharmacy	3%
Education (Teacher Trainees)	3%
Home Economics	3%

Care should be taken in interpreting the figures given in Table II. For example, the fact that 3% of the 218 colleges require economics of teacher trainees does not necessarily mean that only 3% of all pre-education students take economics, for not all of the 218 colleges have pre-education students. This portion of the survey simply shows that at least 3% of the 218 colleges do have pre-education students and do require them to take economics.

It is not surprising that business students are usually required to take economics. Economics clearly has relevance to their chosen field, and a nationwide survey of the economics preparation of business education majors recently revealed that over 90% are required to study economics.[7] Aside from the categories "Social Sciences" and "Engineering" appearing in Table II, the actual numbers of colleges reporting requirements are quite small. For example, only 14 colleges reported requiring economics of law or pre-law students. The category of forestry (which includes pre-forestry and such related fields as wild life management and natural resource management) was reported by only 10 colleges, but most colleges probably offer no such program. Other students required by from one to three colleges to take economics are those majoring in nursing, industrial arts, journalism, aeronautics, dentistry, medical technology, theology, metalurgy, mathematics, geology, electronics, pre-medicine, building contracting, and undertaking. The total number of students majoring in these fields is probably very small, and some of the subjects are undoubtedly offered in only a few of the nation's junior colleges. Students preparing for business careers are probably more numerous than those in the other fields. A few colleges (four) require economics of all their students, and five others require it of all degree candidates.

The total number of students taking at least one economics course was nearly 99,000. This represents about 14% of the total enrollment in the 293 colleges which returned the questionnaire. (Enrollment figures reported in the World Almanac or in the 1968 Directory of the AAJC were used in the few cases

where respondents failed to indicate their total enrollment. No distinction was made between day and evening students, terminal and transfer students, degree and non-degree candidates, or full-time and part-time students. All students were counted, but no student was counted twice.) Only about eight percent take an economics course in those schools which do not require it of any of their students. In those schools which do require economics of some, the number actually taking economics represents over 15% of the total enrollment. (Schools requiring economics of some students account for 74% of all schools in the sample and about 76% of total enrollment in the sample population.) It is not surprising, of course, to find that more students take economics when it is required.

Fourteen percent of the students enrolled in the 293 colleges in our sample take at least one course in economics. If this sample represents all junior colleges in the country, then over 260,000 junior college students took economics in 1968. This cannot be asserted with confidence, of course, because many colleges probably do not offer economics at all. Yet, we know that there are many colleges not included in the sample which do offer economics. In California alone there are at least 32 junior colleges not included in our sample, with a total enrollment of well over 230,000, which do offer economics.[8] If we conservatively estimate that only five percent of those students take economics, this would add about 12,000 to the total of 15,843 students studying economics in the 45 California colleges which were included in our sample. If only five percent of all junior college students (1968 total) not included in our sample are taking economics, the grand total approaches 157,000. In any event, it is safe to conclude

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7. George G. Dawson, The Economics Preparation of Future Business Teachers. (New York: NYU Center for Economic Education, mimeographed report, 1968.)

8. Information on the teaching of economics in the 32 California colleges not included in our sample was obtained from Thompson's study, cited earlier. Enrollment figures on those schools came from the 1968 Directory of the American Association of Junior Colleges.

that a substantial number of students in junior colleges take economics. The number is certainly large enough to merit the attention of the senior colleges and of the economic education movement.

In the 218 colleges requiring economics of some students, the principles course is the one most often specifically mandated. At least 89% specifically require this course. Very few other courses are specifically required. About six percent require a course in business organization, and about the same percentage require a course in problems of economics. Statistics is required by four percent. All other required courses are mandated by less than three percent of the 218 schools. Table III summarizes these requirements.

Table III: ECONOMICS COURSES SPECIFICALLY REQUIRED

Course	Percentage of 218 Colleges Specifically Requiring
Principles of Economics	89%
Business Organization	6%
Problems of Economics	6%
Statistics	4%
General Economics	less than 3%
Economic History of the U.S.	less than 3%
Corporate Finance	less than 3%
Interdisciplinary Social Science	less than 3%
Consumer Economics	less than 3%
Economic Geography	less than 3%
Money, Credit, and Banking	less than 3%
Economic Development	less than 3%
Government and Business	less than 3%
Political and Economic Institutions	less than 3%

Departments and Instructors Responsible for Economics

Economics is the responsibility of a social science department or division in about half of the sample colleges. A business department or division (often called Department of Business Administration, Department of Business Education, Department of Business and Economics, or some similar title) bears responsibility for economics in about 34% of the schools. These business departments are sometimes within a division of social science, however. Economics is the joint

responsibility of a social science department and a business department in five percent of the cases. Only about two percent of the colleges reported having a separate economics department. Table IV summarizes this situation.

Table IV: DEPARTMENTS OR DIVISIONS RESPONSIBLE FOR ECONOMICS

Department or Division	Percentage of 293 Colleges
Social Science (or Social Studies)	50%
Business	34%
Social Science and Business jointly	5%
Economics (separate department)	2%
General Studies	2%
Liberal Arts or Academic	1%
History or History and Political Science	1%
Home Economics	less than 1%

(The percentages total less than 100 because several colleges did not indicate which department or division handles their economics program.)

Most of the people teaching economics in two-year colleges are doing so on a part-time basis. That is, they are not full-time members of the faculty or they are full-time faculty members who teach other subjects as well. The 293 schools in our sample reported a total of 703 economics instructors, about 43% of whom were teaching economics full-time.

As for their formal preparation in economics, slightly over three percent of these teachers have doctorates in economics (24 persons). About 46% have masters degrees in economics as their highest degree, while some 13% have bachelors degrees in economics as their highest degree. This means, then, that 38% of those teaching economics in the 293 sample schools do not have any degree in economics. A few reportedly minored in economics, and several have degrees in such related fields as business administration.

This is a situation which many university deconomists will probably deplore. It is generally assumed that the more formal preparation in economics a teacher has, the more his students will learn. Studies made by Phillip Saunders of Carnegie-Mellon University tend to support this view. He has found that

there is a direct relationship between the training of high school teachers and superior test performance of their students, as compared with students in control groups taught by teachers with poorer training.[9] Saunders asserts that an improvement in the economics preparation of high school teachers "can dramatically improve the ... performance of their students."[10] In a report titled "The Lasting Effects of Economics Courses at Different Types of Institutions", G. L. Bach and Phillip Saunders indicate that "The smallest lasting improvement from taking undergraduate economics courses appears to come at well-known large universities, where a considerable part of elementary teaching is done by graduate assistants... . The biggest improvement comes at ... well-known liberal arts colleges, where undergraduate teaching is presumably the primary focus of faculty attention... ." In their opinion, the teaching done by graduate students was probably less effective than that done by better prepared faculty members.[11] There are so many variables that can affect learning and retention, however, that a great deal more research is needed on this question.

In the California study cited earlier, Fred A. Thompson compared 167 four-year college sophomores with 315 junior college students in terms of performance on the Test of Economic Understanding (published by Science Research Associates). The four-year college students achieved a mean score of 26.1 after having had an economics course, while the second semester economics students in the junior college achieved a mean of 25.4 -- less than one point lower.[12] The economics preparation of the 120 teachers reported by the 45 California schools in our

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9. G. L. Bach and Phillip Saunders, "Economic Education: Aspirations and Achievements." The American Economic Review. June, 1965, p. 350, footnote.

10. Ibid., p. 354.

11. The American Economic Review. June, 1966, p. 510.

12. Thompson, Walthall, and Merson, op. cit., p. 55.

sample follows the same general pattern as that found for the entire group. We know nothing, however, about the economics background of the particular teacher or teachers who taught economics to the 315 students in Thompson's junior college sample. Individual differences between teachers in regard to personality, use of effective motivational devices, employment of various teaching materials, rapport with students, teaching skill, and many other variables can sometimes compensate for differences in formal preparation. Thus, it is possible for a teacher with minimal formal training in economics to be extremely effective, while another with advanced degrees achieves little. The NYU Center for Economic Education has tentative plans to initiate a study in the New York metropolitan region in the fall of 1969 that may help to shed some light on teacher preparation as a factor in the progress of junior college students. A relatively small population will be involved, however, and many similar studies throughout the country will be needed to determine the effectiveness of the economics courses in junior colleges and the importance of teacher preparation in student progress.

Comparison of Three Types of Colleges

Unless otherwise indicated, the figures given earlier pertain to the sample schools in the aggregate. In this section we break down some of the findings by type of college -- public, independent, and church-related. Public colleges are those controlled by a state, local district, junior college district, unified district, county, or some other unit of government. Independent colleges are not under the control of a unit of government, nor are they controlled by or affiliated with a religious institution. Church-related colleges are controlled by, or affiliated with, a church or religious institution. As indicated earlier, our sample of each type of college is in about the same proportion to the total sample as each type is to the total junior college population in the United States.

For the most part, the individual types of colleges follow the same general pattern as the total sample population. There are a few exceptions, however. The percentage of students in the independent colleges who take economics is significantly higher -- 31% as compared with 13% for the other types of schools. Nevertheless, seventy-four percent of the independent colleges require economics of some students, the same percentage as the total sample. The possible explanation is that many independent colleges cater largely to students preparing for careers in business, and business students are the ones most likely to take economics. Even where economics is not specifically required of business students it is often so strongly recommended that it is practically a requirement.

Another exception to the general pattern is that the church-related schools are less inclined to require economics -- 65% as compared with 76% of the public and 74% of the independent colleges. The church colleges offer an average of two economics courses, while the others offer three. Only 23% of their economics instructors teach the subject full-time, compared with 43% for all colleges. It seems, then, that church-related junior colleges place less emphasis upon economics than the other two types. Table V summarizes.

Table V: COMPARISON OF THREE TYPES OF COLLEGES

Factor	Public	Indep.	Church	All Colleges
Students Taking Eco.	13%	31%	13%	14%
Schools Requiring Eco. of Some Students	76%	74%	65%	74%
Eco. Instructors Teaching Eco. Full-time	44%	45%	23%	43%
Instructors with Doctorates in Eco.*	3%	4%	3%	3%
Instructors with Masters in Eco.*	47%	37%	50%	46%
Instructors with Bachelors in Eco.*	12%	19%	11%	13%

...continued...

Table V: ...continued...

Factor	Public	Indep.	Church	All Colleges
Instructors with No Eco. Degree	38%	40%	36%	38%
Average No. of Eco. Courses Offered	3	3	2	3

(*As highest economics degree.)

Summary and Conclusions

1. American junior colleges offering economics offer from one to 10 courses, but the mean is three courses.

2. A course in principles of economics similar to that offered in four-year colleges is the most commonly offered course. Many offer a "General Economics" course which is not as rigorous as the principles course and which is designed for terminal students.

3. About 74% of the colleges in the sample require economics of at least some of their students. About 89% of those requiring economics of some students require it of business majors.

4. About 14% of all students in the colleges in the sample take at least one economics course. Only about eight percent, however, take economics in the schools which do not require it of any student.

5. In colleges requiring economics of some students, the principles course is required most often -- 89% of 218 colleges.

6. Economics is the responsibility of a social science division or department in half the colleges. It is taught by a business department or division in 34% of the sample schools, and by the business and social science divisions jointly in five percent.

7. Most economics instructors teach the subject part-time; only 43% teach economics on a full-time basis.

8. Only three percent of the instructors have doctorates in economics. About 46% hold masters degrees in economics as their highest degree; 13% have bachelors in economics as their highest degree; and 38% have no degree in economics.

9. Independent colleges (non-public and not affiliated with churches) report the highest percentage of students taking economics -- 31% as compared with 14% for all colleges -- although the percentage of independent colleges requiring economics of some students is the same (74%) as that for all colleges in the sample.

10. Church-related colleges are less inclined to require economics (only 65% do so), offer an average of only two courses whereas the average for all colleges is three, and have a smaller percentage of full-time economics

instructors (23% as compared with 43% for all colleges in the sample).

Because of the large number of students now attending junior colleges, the rapid growth of two-year institutions, the probability that an increasing percentage of college-bound students will take their first year or two of college work in a junior college, and the fact that a very substantial number now study economics in two-year colleges, these institutions merit greater attention by the economic education movement. If a more complete and detailed nation-wide study than this one cannot be made, the local centers and councils might conduct similar surveys in their own areas to determine the status of economic education in the two-year colleges in the regions which they serve.

Fact-finding studies of the type represented by this report are but the first step. Evaluations should be made of the economics courses offered by the junior colleges to see if they are comparable to similar courses in the four-year institutions. Students having had a principles course in junior college might be compared with closely matched students in four-year colleges, for example. A standardized instrument such as the SRA Test of Economic Understanding or the Psychological Corporation's Test of Understanding in College Economics might be used in such studies. Consideration should be given, of course, to possible differences in the economics backgrounds of instructors. It might be interesting to see how much economics is learned in the junior college's "General Economics" course as compared with the traditional principles course.

If the economics courses in junior colleges prove to be less effective than similar courses in the four-year institutions, steps might be taken by the centers, councils, and universities to assist the two-year colleges to improve the quality of their offerings. Even if they do turn out to be as effective, cooperation between the university economist and the junior college teacher should be beneficial to both institutions. Centers and councils can help to bring about this cooperation, or at least to improve communication between them.

In view of the fact that 38% of the economics instructors in our sample do not even have bachelors degrees in economics, it is quite probable that they would welcome the advice and assistance of the universities and the economic education organizations.

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Suggestions, comments, or criticisms of this study will be welcomed by the author. Any information that might add to that which has been presented here would be very much appreciated. In particular, the author should like to be informed of any similar studies completed, in progress, or planned. Single copies of this report may be obtained by writing to Dr. George G. Dawson, Head, Social Studies Division, New York University, Washington Square, New York, N.Y. 10003.

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APPENDIX

A Bibliography of Research on Economics in Junior Colleges

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Note: We are aware of one other study in progress which has to do with the qualifications needed by junior college teachers of business and economic education. The researcher requested that we not list it, however.